

Unit 3: An Emerging New nation, 1783-1855

Theme: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Activities:

- Create a historical argument that explains the opposing positions of Congressmen from Pennsylvania, the South, and the West in supporting the war resolution of June 3, 1812. *Why did the representatives from New England and the mid-Atlantic States vote against it even though President Madison's war message focused on the maritime issues most directly affecting their interests?*
- Draw on historical sources, maps, and documents in order to analyze the three major provisions of the Monroe Doctrine and their significance. *To what extent was the major purpose of the Monroe Doctrine to protect the newly won independence of Latin*

American states? Why did the U.S. and other countries ignore the provisions of the Monroe Doctrine for so long?

Topic: Federal and state Indian policy and the strategies for survival forged by Native Americans.

- Analyze the U.S. government's changing policies toward Native Americans from an assimilationist strategy in the early 19th century to removal and isolation after 1825. *Were the policies of Indian removal announced by President Monroe in his last annual message (December 1842) and implemented by President Jackson the result of Jeffersonian paternalism toward Native Americans or a decided reorientation of U.S. policy? Did Northerners, Southerners, and Westerners agree in regard to policy toward Native Americans or were there clear-cut sectional and/or political differences? How, for example did northern Whigs respond to removal, and why?*
- Using selections from primary and secondary sources, including articles from the *Cherokee Phoenix*, describe Cherokee values, their integration of European culture, and their resistance to removal.

How do stories regarding the sacrifices on the “Trail of Tears” help one understand Cherokee adaptation and resistance? How did the Cherokee define law, property rights, heroism, and freedom?

Topic: The ideology of Manifest Destiny, the nation’s expansion to the Northwest, and the Mexican-American War.

- Examine the seeds of Manifest Destiny in John Winthrop’s vision of a “City Upon a Hill” and the subsequent belief in the divine mission of the United States to build a model Christian community. Develop a historical narrative explaining various reasons for the 19th-century belief in Manifest Destiny.
- Analyze the terms of the Treaty of Guadalupe Hidalgo and assess its impact on Mexico and on the U.S. *How did Mexican perspectives on the war differ from the perspective of those in the U.S. who supported the war and its outcomes? Why did the U.S. Senate reject the land grant provisions in Article 10? How did the treaty affect relations with Native Americans in the Mexican cession? What have been its lasting consequences for the U.S.? For Mexico?*

- Interpret documentary evidence from maps, political speeches, diaries, and letters to construct sound historical arguments, debates, or narratives on such questions relating to the Mexican-American war as:
What role did the annexation of Texas and the American desire for California play in leading to the outbreak of war between Mexico and the United States? Was the war justified? On what grounds did such critics as Abraham Lincoln, Frederick Douglass, and Henry David Thoreau oppose the war? On what grounds did supporters of President Polk's policies justify going to war? To what extent did the terms of the Treaty of Guadalupe Hidalgo reflect the spirit of Manifest Destiny?